

degrees of impact on the governance of urban public communities. In this project, 120 questionnaires were distributed, and 116 valid questionnaires were recovered, with a recovery rate of 93.67%.

**Methods:** The main causes of college students' excessive anxiety in business administration teaching were counted and analyzed by using Excel software.

**Results:** The results of the questionnaire showed that the behavior disorders of contemporary residents were mainly concentrated in instinctive behavior disorders, which showed two forms: sleep disorders and eating disorders. In the questionnaire, the impact of different types of residents' behavior barriers on urban public community governance is quantified. The impact level is divided into 0 - 4 levels. 0 means no impact, 1 means slight impact, 2 means average impact, 3 means obvious impact and 4 means comprehensive impact. The impact rating of instinctive behavior disorder is 4, which has the greatest impact on urban public community governance; The influence rating of psychomotor inhibition disorder was 3, and the influence was obvious. The impact rating of psychomotor excitability disorder and obsessive-compulsive movement disorder is 1, as shown in Table 1.

**Table 1.** Impact results of different residents' behavior barriers on urban public community governance

Types of residents' behavior disorders	Psychomotor excitability disorder	Psychomotor inhibition disorder	Compulsive movement disorder	Instinctive behavior disorder
Number of people	11	27	17	65
Proportion (%)	9.16	22.50	14.17	54.17
Impact on urban public community governance	1	3	1	4

**Conclusions:** The core goal of urban public community governance is to create a good living environment and living space for people and realize people's free and all-round development. Therefore, in the actual governance process of urban public community, we should take "people-oriented" as the governance principle and give full play to the consciousness and dedication of all citizens. Residents' behavior barriers have a certain diversity, which form different degrees of obstacles to the governance of urban public communities from four aspects. To eliminate the impact of residents' behavior barriers on urban public community governance, targeted measures can be taken, such as stimulating the vitality of social organizations and deeply caring for residents with behavior barriers; Optimize the community governance system, strengthen supervision, and prevent urban public community governance from being affected by residents' behavioral barriers.

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## RESEARCH ON THE INTERVENTION EFFECT OF PSYCHOLOGICAL EDUCATION AND TEACHING MODEL REFORM IN ANXIETY STUDENTS

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**Background:** In the process of continuous and in-depth educational reform in China, the teaching mode of psychological education has also been systematically reformed and optimized. For students, it is very important to have a good foundation of psychological quality, which helps them calmly deal with various challenges or difficulties in their daily study and life. Therefore, the importance of psychological education and teaching to students is self-evident. With the accelerating pace of learning and life, students' professional learning tasks become more and more arduous, and academic competition and employment competition become more and more intense. Students are often difficult to bear in the face of excessive pressure because their minds are not yet fully mature, resulting in varying degrees of psychological anxiety. The causes of students suffering from anxiety disorder are mainly divided into two types: environmental factors and psychological factors. The former mainly refers to the complexity of interpersonal communication, the sense of urgency and oppression of learning tasks, the accelerating pace of life and learning, etc. The latter refers to students' fear of employment, self-doubt and negation, confusion about the future and so on. In view of the increasing number of anxiety students, the reform of psychological education and teaching mode can fundamentally solve students' psychological problems, effectively strengthen students' own psychological quality through different psychological education and teaching means and channels, make them establish a correct outlook on life and values, and alleviate anxiety.

**Objective:** Because students' mind is still in the development stage and their maturity is lacking,

students will inevitably have certain psychological problems in the face of external setbacks and pressure, especially anxiety disorder. Under the interference of different factors such as academic pressure or interpersonal communication, the anxiety symptoms of anxiety students will become more and more serious, which will have a great impact on their normal study and life. This study takes anxiety students as the main research object to explore the intervention role of the reform of psychological education and teaching model in anxiety students, so as to effectively solve the anxiety psychological problems of anxiety students and promote the improvement of their psychological quality level.

**Subjects and methods:** In this study, students from three schools will be selected by stratified cluster random sampling, and 80 students will be randomly selected from each school for analysis, a total of 240 students. Through the form of questionnaire, this paper explores the anxiety level of anxiety students before the reform of psychological education and teaching mode, and the improvement of anxiety after the reform of psychological education and teaching mode.

**Study design:** The students participating in this study were divided into control group and experimental group with 120 students in each group. The students in the control group were given traditional psychological education, and the students in the experimental group were given the reformed psychological education and teaching. The time of psychological education for the two groups of students was uniformly determined as 3 months. At different time nodes before and after the education experiment, questionnaires were distributed to the students to collect and record their anxiety psychological state. A total of 240 questionnaires were distributed and 237 valid questionnaires were recovered, with a questionnaire recovery rate of 98.75%.

**Methods:** The core content of the questionnaire is the Self-rating Anxiety Scale (SAS). This scale is used to score the anxiety state of the two groups of students before and after participating in the educational experiment. The higher the SAS score, the more serious the anxiety state of the students. Using Excel software and SPSS 22.0 software, a comprehensive statistical and comparative analysis of students' anxiety problems and their improvement. The measurement data were  $x \pm s$ , and the comparison between groups was t-test. The difference between the two groups was expressed in percentage (%),  $P < 0.05$  showed that the difference was statistically significant.

**Results:** There was no significant difference in SAS scores between the experimental group and the control group before the experiment ( $P > 0.05$ ). One day after the experiment, the SAS score of middle school students in the control group decreased slightly, while the SAS score of the experimental group decreased significantly, which was significantly lower than that of the control group ( $P < 0.05$ ). One week after the experiment, the SAS score of the students in the control group changed little and remained almost constant, while the SAS score of the students in the experimental group continued to decline, and the comparative difference between the two groups further expanded, and the difference was statistically significant ( $P < 0.05$ ). See Table 1 for details.

**Table 1.** SAS scores of two groups of students before and after psychological education experiment

Group	Before the experiment	1 day after the experiment	1 week after the experiment
Experience group	48.51±7.74	25.65±5.36	21.44±5.42
Control group	46.92±6.01	39.29±5.74	39.07±6.02
<i>t</i>	1.777	19.026	23.842
<i>P</i>	0.077	0.000	0.000

**Conclusions:** The traditional psychological education model cannot effectively alleviate the anxiety symptoms of anxiety students. The reformed psychological education and teaching model can significantly reduce students' SAS score and play a positive intervention role. The reform of psychological education and teaching model is helpful to fundamentally alleviate students' anxiety and improve their mental health level.

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## STUDY ON THE INFLUENCE OF NEWS COMMUNICATION ENTERTAINMENT ON ALLEVIATING AUDIENCE MENTAL ANXIETY

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